
3B

Information/Action

Credentialing and Certificated Assignments Committee

Discussion Pertaining to Adding a Teaching or Content Area to a Valid General Education Teaching Credential

Executive Summary: This agenda item describes the current options for a general education teacher to add an additional content area to a general education credential or earn a teaching credential without completing the full professional preparation program for the new content area or credential type. It includes feedback on this subject taken from a survey of stakeholders.

Policy Question: Are the current options to add another content area to a general education teaching credential appropriate?

Recommended Action: Provide guidance to staff on policy for adding an additional content area or earning a general education teaching credential that would allow staff to begin the regulatory process to update Title 5 section 80499.

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Strategic Plan Goal

I. Educator Quality

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

January-February 2013

Discussion Pertaining to Adding a Teaching or Content Area to a Valid General Education Teaching Credential

Introduction

Title 5, California Code of Regulations, section 80499 allows a California credentialed teacher to add an additional content area to an existing teaching credential or obtain an additional teaching credential without completing the full professional preparation program for the new content area or credential type.

This section of regulations has been updated several times to clarify and redefine the requirements, with the last change occurring in 2000. Requirements for earning a multiple or single subject credential have changed since that date and as a result, the regulation section is no longer consistent with current requirements. This item surfaces several policy issues for Commission discussion, which will inform any possible changes that might be needed in section 80499 of the Title 5 regulations.

Background

The Commission received a report on current options for adding new credentials during the August 2012 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-5D.pdf>). The Commission directed staff to seek input from the stakeholder community on appropriate changes to current requirements for adding authorizations. As a result, a survey was developed to address the key policy questions raised in this item.

Current Requirements for Title 5 Section 80499

Current requirements and restrictions for adding a general education teaching authorization to a California credential through the Title 5 section 80499 route include:

- 1) **Subject Matter:** Any teacher seeking to add a new credential area must first demonstrate subject-matter competence in the credential or content area sought.
- 2) **Pedagogy:** Completion of a pedagogy course
 - A course focusing on teaching in a self-contained classroom setting is required to earn a Multiple Subject Credential for holders of a Single Subject Credential.
 - A course in departmentalized subject-matter (in any content area) is required to earn a Single Subject Credential for holders of a Multiple Subject Credential.
 - No pedagogy course is required to add a content area to a Single Subject Credential.
 - The pedagogy course requirement is not currently required to focus on the content area of the new credential area. A generic pedagogy course focused on teaching in departmentalized settings or in self-contained classroom settings is sufficient to meet this requirement.

- 3) **Teaching Reading:** Holders of Single Subject credentials seeking a Multiple Subject Credential must complete either a beginning reading course or pass the Reading Instruction Competence Assessment (RICA) even if they have already completed a reading course for their first credential. The Multiple Subject Credential holder does not need to complete a departmentalized reading course to earn a Single Subject Credential.
- 4) **Prior Types of Credentials:** Education Code section 44225(e) requires holders of pre-Ryan teaching credentials (General, Standard, and Special Secondary) to meet only the subject matter requirement in adding an additional general education content area or credential. Holders are exempt by statute from other credential requirements.

Stakeholder Survey Feedback

In response to the discussion during the August Commission meeting and the request for input from representatives of the Credential Counselors and Analysts of California (CCAC), a survey with twelve questions was made available to stakeholders from September 17 to October 19, 2012 for their feedback on the pertinent issues regarding adding a content area or credential. The survey was introduced in a special webcast on September 17, 2012, entitled *Adding a Content Area or Credential Type for General Education Credential Holders* ([http://video.ctc.ca.gov/09_17_2012_Adding_a_Content_or_Credential_Type_for_General Education Credential Holders/](http://video.ctc.ca.gov/09_17_2012_Adding_a_Content_or_Credential_Type_for_General_Education_Credential_Holders/)) and was advertised on the Commission website, in Credential Information Alert 12-10, in the Professional Services Division E-News, and in sessions at the annual CCAC Conference October 9-11, 2012. Characteristics of the survey respondents include (Results from the survey are discussed below and provided in Appendix A):

- There were a total of 130 respondents to the survey.
- Nearly 2/3 (65.9 %) of the respondents were affiliated with county and district offices, usually individuals from Human Resources departments.
- About 1/3 (34.2%) of the respondents were affiliated with institutions of higher education, usually credential analysts, directors of teacher education, program coordinators or faculty.
- 67% of the respondents identified themselves as credential analyst/technician/manager—individuals who submit credential applications. Only 2 persons identified themselves as not working in the credentials field.
- 52% of respondents have 10 or more years of experience with credentialing; 75% have 6 or more years of experience.

Policy Issues Related to Title 5 Section 80499

Four policy issues are presented below for Commission consideration. At the end of each section, feedback from the stakeholder survey is presented and the issues that should be addressed for each topic are listed with options.

Policy issue #1: Pedagogy Requirement

The Commission's current standards for teacher preparation highlight the importance of teacher ability to translate knowledge of a subject area into content that is understandable by and developmentally appropriate for students at all grade levels. The ability to provide illustrations and examples and to attach what is being learned to what a student already knows is generally considered essential to the art and skill of teaching. The Commission's policy stance, as

represented in the array of standards and requirements for earning a credential, is that content knowledge alone does not provide these skills. Courses in pedagogy are expected to develop these skills. A key question for the Commission is: when a teacher seeks an opportunity to teach content knowledge to students in a different setting and/or subject area than his/her base teaching credential, does he/she have sufficient developmentally appropriate, content-specific pedagogical preparation in that subject area?

Currently a pedagogy course must be completed when an individual is adding a Multiple Subject Credential while holding a Single Subject Credential and vice versa. To earn a Multiple Subject Credential, the regulations state the course must focus on preparation to teach content in a self-contained classroom setting. For the Single Subject Credential the course must be a departmentalized pedagogy course but the regulations do not specify that the departmentalized course be in the content area of the new Single Subject Credential. For example, the holder of a Multiple Subject Credential who has passed the appropriate mathematics subject matter examinations can earn a Single Subject authorization to teach Mathematics by completing a pedagogy course in any content area (e.g. English, art, etc.).

Current regulations do not require the holder of a Single Subject Credential adding a new single subject content area to complete a pedagogy course. For example, the holder of a physical education credential may pass the subject matter examinations for Science and add Science to his/her Single Subject Credential without completing a Science pedagogy course.

- 1) When an individual holds a Multiple Subject Credential and wants to add a Single Subject Credential, should the departmentalized pedagogy course be required to be in the specific single subject content the individual wants to add?

Stakeholder Feedback:

50% of respondents indicated that the pedagogy course should be aligned with the specific new content area; 44% said no, this is not necessary.

Options:

The Commission could choose to require that the pedagogy course used to add an authorization must align with the specific content area requested in the added authorization.

or

The Commission could decide that current practice remains appropriate.

- 2) Should an individual who holds a Single Subject Credential and wishes to add another Single Subject content area be required to complete a pedagogy course in that new content area?

Stakeholder Feedback:

70% of respondents indicated that an additional pedagogy course in the new content area should not be required.

Options:

The Commission could choose to require a subject specific pedagogy course in the new content area when adding an additional single subject content area.

or

The Commission could decide that current practice remains appropriate.

Policy issue #2: Where the Pedagogy Course is Completed

When an out-of-state prepared candidate earns a California teaching credential, oftentimes the individual will want to add an additional content area or credential type based on passing the appropriate subject-matter examinations and using coursework completed out-of-state or outside the United States. Currently, the Commission allows an individual to use a pedagogy course completed out-of-state or, based on a transcript evaluation from a Commission-approved agency, from outside the United States. Questions have been raised about whether this practice should continue as there are very few approved programs willing to evaluate these out-of-state/country courses to validate their equivalence to pedagogy courses offered in the context of a California preparation program.

All California program sponsors with a Multiple and/or Single Subject Teaching Credential program offer Commission-approved pedagogy courses. Most, but not all, California universities with Commission-approved general education teacher preparation programs offer both Multiple and Single Subject Credential programs. A few institutions with only one of the two types of the Commission-approved general education preparation programs have developed “generic” pedagogy courses for individuals to use to earn the other general education credential via Title 5 section 80499 provisions. These courses have not been reviewed by the Commission because the course is not part of an accredited preparation program. The course is a stand-alone course offered for the single purpose of assisting credential holders who wish to add the other general education teaching credential area. These stand-alone courses may not align with current Commission program standards. Absent a full teacher preparation program, the question is whether a stand-alone course from one of these programs should be accepted as satisfying the requirements of Title 5 section 80499.

- 3) Should the Commission continue to accept pedagogy courses completed out-of-state and outside the United States?

Stakeholder feedback:

42% of respondents indicated that the Commission should continue to accept out-of-state or outside the United States pedagogy courses; 40% said that the Commission should not accept courses from out-of-state or outside the United States.

Options:

The Commission could make a policy decision to require that only pedagogy courses completed at California institutions be accepted.

or

The Commission could continue to accept pedagogy courses completed in other states or countries.

- 4) Should a Commission-approved teacher preparation program sponsor who does not have a Single Subject program be able to provide a generic departmentalized pedagogy course for this section of regulations? The same issue exists for the Multiple Subject Credential.

Stakeholder Feedback:

69% of respondents indicated that the pedagogy course should be offered only by Commission approved programs.

Options:

The Commission could decide to only accept courses from a program sponsor with a Commission-approved program for that credential or content area.

or

The Commission could continue to accept a pedagogy course from any California institution.

Policy issue #3: Reading/RICA Requirement

California-prepared Multiple and Single Subject Credential holders complete a self-contained or departmentalized reading course, as appropriate to the credential, within their preliminary preparation program. In addition, effective October 1, 1998, passage of the Reading Instruction Competency Assessment (RICA) is also required for Multiple Subject Credential candidates. Currently, the holder of a Single Subject Credential seeking a Multiple Subject Credential must complete either the beginning reading requirement or pass the RICA.

- 5) Should an individual who holds a Single Subject Credential and wishes to add a Multiple Subject Credential be required to complete both the reading course and pass the Reading Instruction Competency Assessment (RICA) examination, as do all individuals earning an initial Multiple Subject Credential?

Stakeholder Feedback:

72% of respondents indicated that both the beginning reading course and the RICA examination should be required.

Options:

The Commission could choose to require that Single Subject Credential holders complete both the reading course and the RICA if seeking to earn a Multiple Subject Credential.

or

The Commission could continue its current policy where the Single Subject Credential holder seeking a Multiple Subject Credential must complete either a reading course or pass the RICA.

Policy issue #4: English Learner Requirement

Williams v. State of California (Williams) was filed as a class action lawsuit in 2000. The basis of the lawsuit was that state agencies had failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers. The case was settled in August 2004 and several bills implementing the settlement were enacted including one that requires additional annual assignment monitoring and English learner (EL) data collection.

Although many individuals qualifying for a new content area or a new credential via Title 5 section 80499 have an EL authorization, some individuals using this section do not. Since 2003 all Preliminary Multiple Subject and Single Subject teaching candidates must complete coursework and field work related to teaching students who are English learners and all preliminary credentials have been required to authorize the teaching of students who are English learners [E.C. §44259.5(c)]. In addition, SB 1209 (Chap. 515, Stats. 2006) added the requirement that out-of-state credentialed teachers seeking a Multiple or Single Subject Credential must also earn an EL authorization. The EL requirement is not currently in Title 5 section 80499.

Therefore, holders of credentials who do not already hold an EL authorization are not currently required to earn an EL authorization to use the provisions of Title 5 section 80499.

- 6) Should individuals using the provisions of Title 5 section 80499 to add an additional general education teaching authorization be required to hold an EL authorization to ensure all teachers have an authorization to teach English learners?

Option:

The English learner authorization could be required for all individuals earning a teaching credential using the Title 5 section 80499.

or

The Commission could continue to allow individuals without an authorization to teach English learners to use the 80499 process.

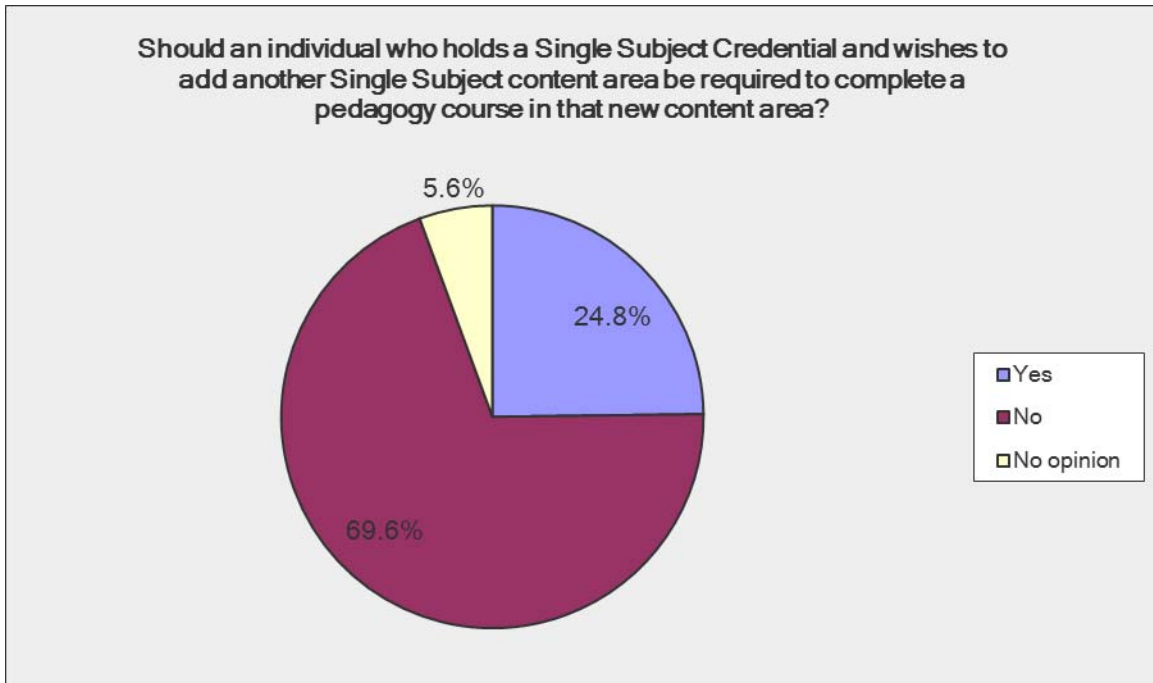
NOTE: No survey question was included on this topic as the Commission endorsed this change at the August Commission meeting.

Next Steps

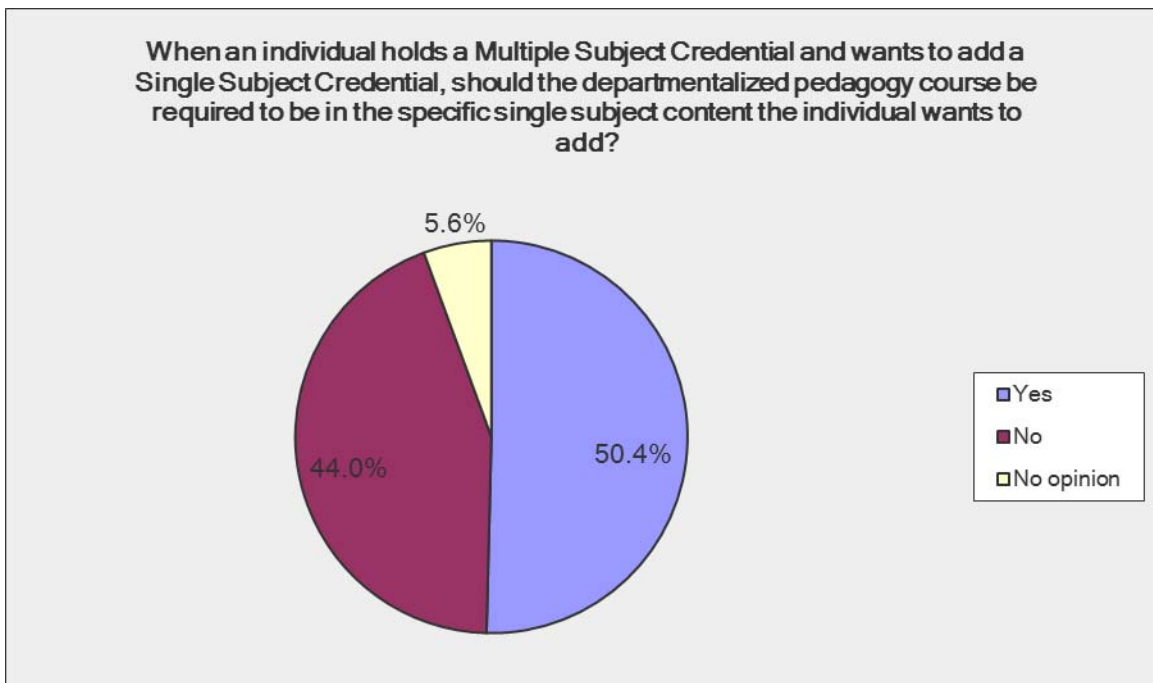
Staff seeks guidance regarding the policy issues for adding an additional content area or type of credential to a Multiple Subject or Single Subject Teaching Credential that will allow the Title 5 regulatory process to begin. Staff will present an Information Item with proposed changes to Title 5 section 80499 based on the discussion from this item at a future meeting.

Appendix A – Data from the Stakeholder Survey

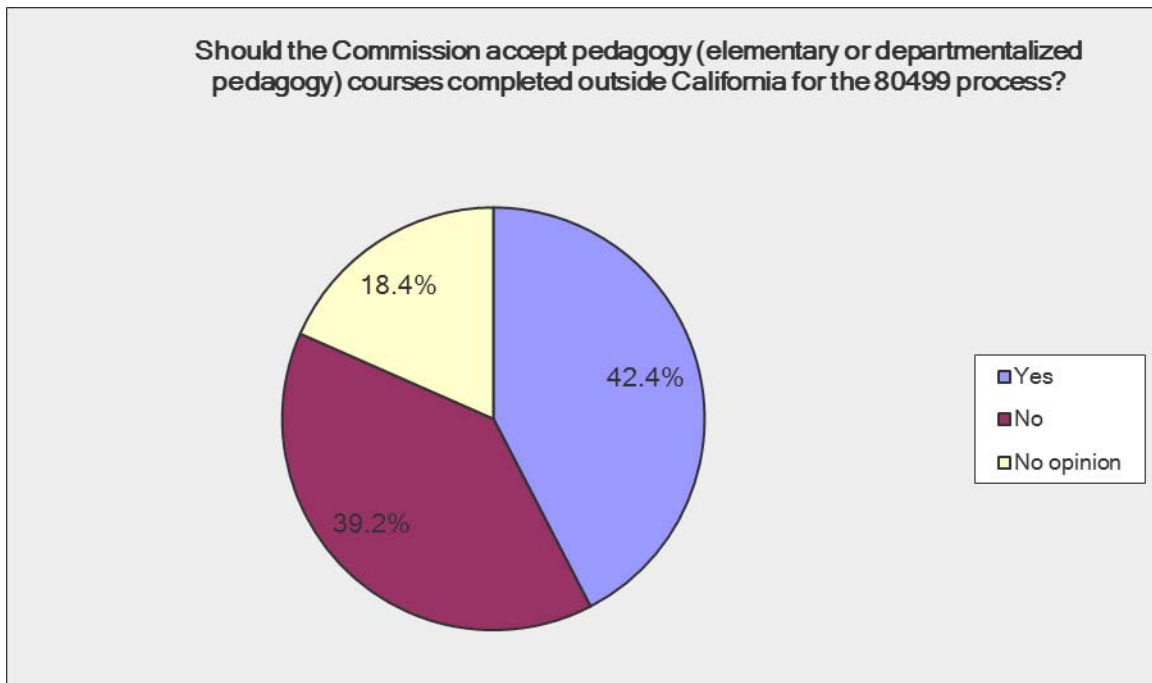
Single Subject Credential and wishes to add another Single Subject content area



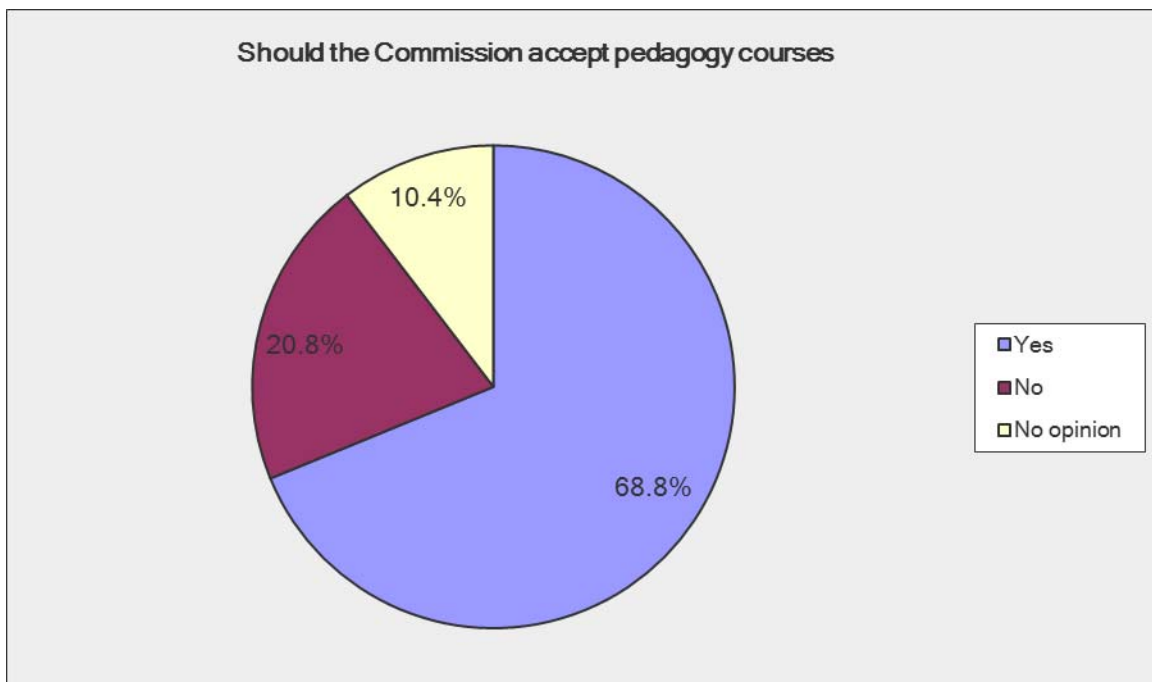
Multiple Subject Credential and wants to add a Single Subject Credential



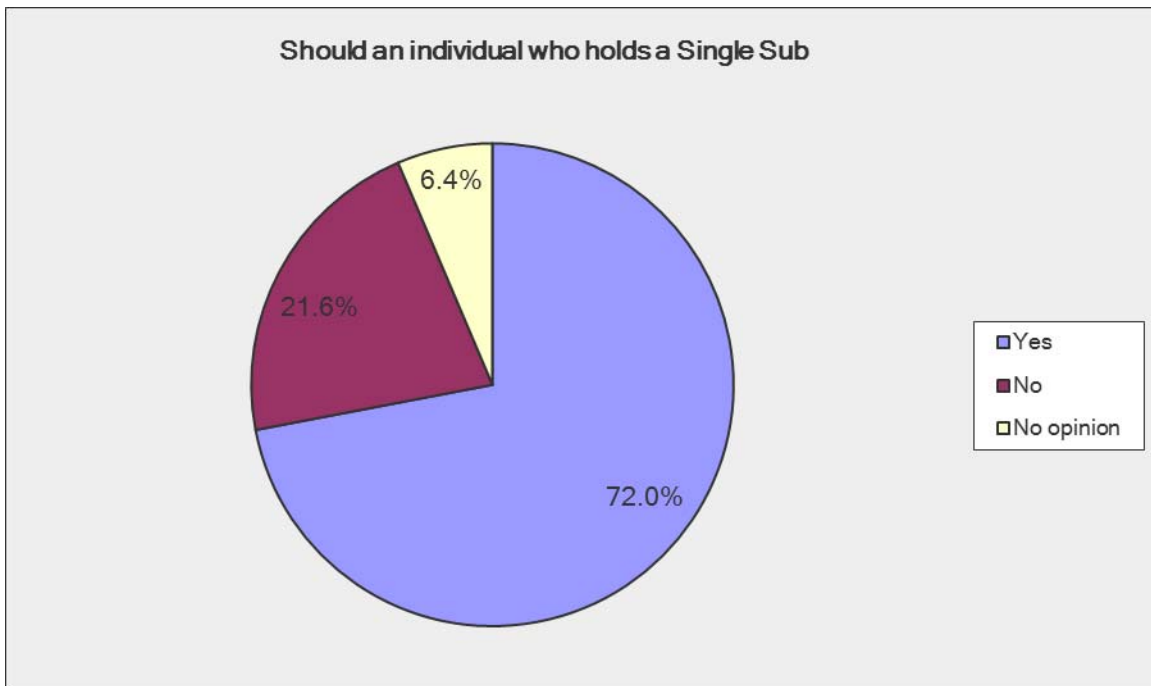
Accept pedagogy courses completed outside California



Pedagogy courses (elementary or departmentalized pedagogy) for the 80499 process only if the course is completed at an institution that sponsors a Commission-approved teacher preparation program



Should an individual who holds a Single Subject Credential and wishes to add a Multiple Subject Credential be required to complete both the reading course and pass the Reading Instruction Competency Assessment (RICA) examination--as do all individuals earning an initial Multiple Subject Credential?



Both Subject Matter and Supplementary Authorizations require a specific number of units (32 and 20 semester units) to assure content knowledge. Should the individual also be required to complete a pedagogy course in the content area for which the additional authorization is being sought?

